**TEACHING ELEMENTARY SOCIAL STUDIES**

**Edu 315**

**FALL, 2017  
Instructor:** Dr. Arlys E. Peterson  
**Classroom:** Glidden 212  
**Meeting Time:** MW 12:30 – 1:45 PM  
**Office Hours:** 9:00 a.m.-11:00 a.m. M W  
**Email:** arlys.peterson@usiouxfalls.edu  
**Class Web Sites:** [K-8 Social Studies Methods](http://faculty.usiouxfalls.edu/arpeterson/SoStMethodsFALL2017x.htm)<http://faculty.usiouxfalls.edu/arpeterson/>

## ================================================================= Mission Statement-University of Sioux Falls

The University of Sioux Falls, a Christian University in the liberal arts tradition, educates students in the humanities, sciences, and professions. The traditional motto of the University if Culture for Service; that is, we seek to foster academic excellence and the development of mature Christian persons for service to God and humankind in the world.

**Course Description:**

This course will help prepare students to become effective social studies educatorscapable of teaching K-8 students the content knowledge, the intellectual skills, and the civic values necessary to fulfill the responsibilities of citizenship in a democracy. Special attention is given to National and State Social Studies Standards, effective teaching strategies, assessment, addressing the individual and cultural diversity of all learners, developing lessons based on state standards, integrating technology, and designing materials that are appropriate for K-8 social studies.

**Prerequisite:** Students arerequired to be admitted to the teacher education program before taking the class*.*

**Credit Hour Policy Statement:**

The course is a face-to-face format course that meets one 50-minute session per week per credit hour with a minimum of two hours of out-of-class work per week per credit hour for an approximate 15-week semester, or its equivalent.

**Textbook**:

Online Resources

**Course Requirements and Evaluation:**

**Attendance Policy:** Attending class is very important! After **three absences**, you will be asked to drop the class. **Being late** more than five minutes to class will count as an absence.

**Assignments:**  All assignments are due one week after they are assigned, unless otherwise told. If they are 1-5 days late, only half of the points will be given. After 5 days, no points will be given. All assignments and due dates are listed on the LMS.

**Evaluation:** All evaluation methods and Rubrics/Checklists for the projects, journal critiques, and presentation are on the class web pages:

Class Web Page: [K-8 Social Studies Methods website](http://faculty.usiouxfalls.edu/arpeterson/SoStMethodsFALL2017x.htm)

Wiki: <http://k-8sostudiesmethods.wikispaces.com/home>  
Peterson Home Page:<http://faculty.usiouxfalls.edu/arpeterson/>

**Drop Class:** September 8 – last day to Add/Drop a Course without record

October 27 – Last day to withdraw from a Fall class

**References:**

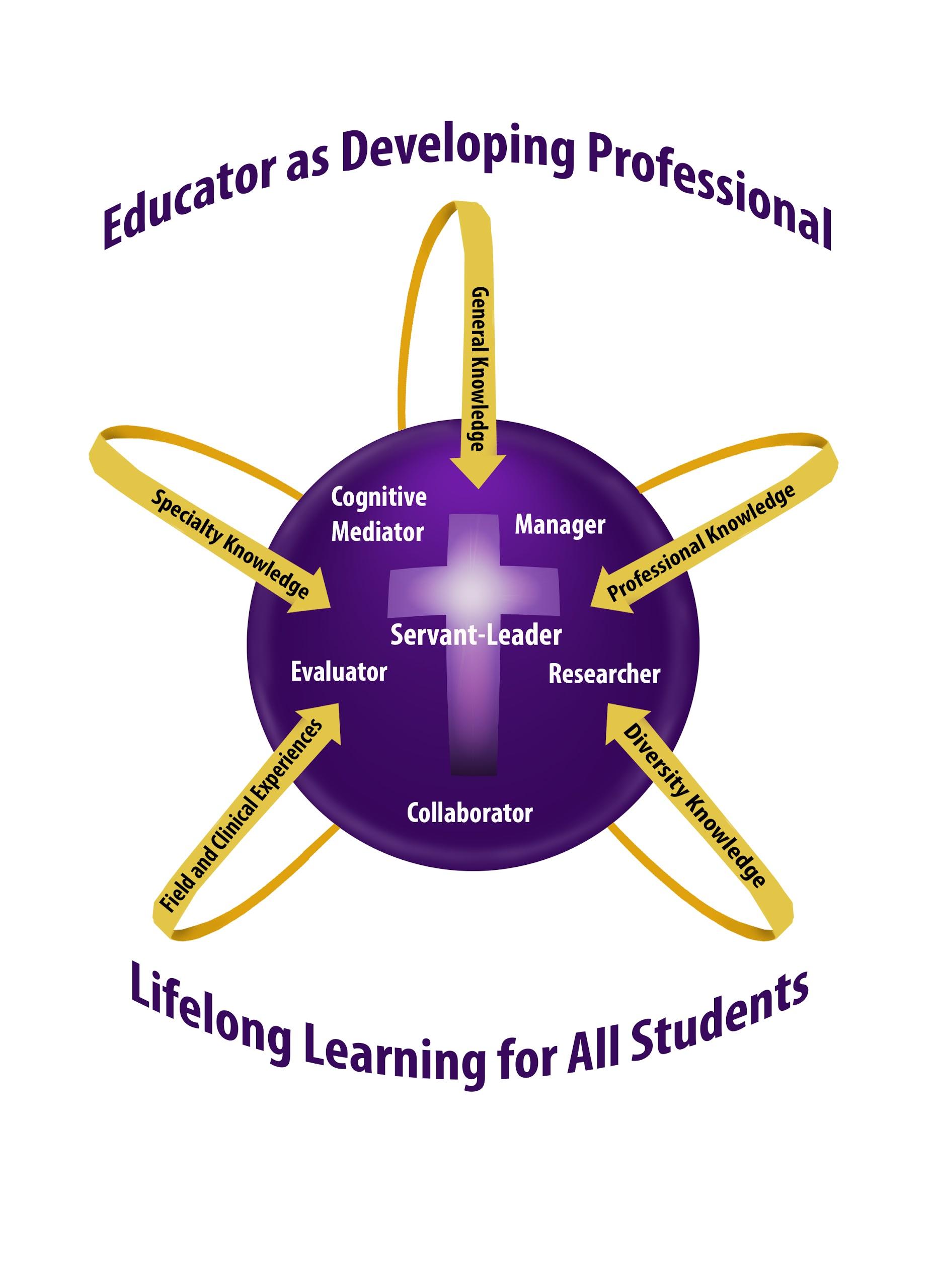
[**Web site for South Dakota Content Standards**](http://www.sate.sd.us/deca/contentstandards/index.htm)

[**National Council for the Social Studies**](http://www.socialstudies.org/)

**Instructional Methods:** lecture, discussion groups, group work, videos, student presentations, computer work

**Professional Education Requirements**

This class was designed to show alignment with the USF School of Education’s “Teacher as Developing Professional” Curriculum Model, the ISTE Technology Teacher Standards, and the National Social Studies Standards.

**Knowledge Base**

The knowledge base for candidates in all teacher education programs at University of Sioux Falls is based on the conceptual framework, “Teacher as Developing Professional.” Coursework may emphasize some or all of the components of the framework*: cognitive mediator, manager, researcher, communicator, evaluator, and servant-leader*.

As *cognitive mediator*, the teacher helps students to become independent learners who construct meaning by combining new information with their own background knowledge.  
As *researcher*, the teacher seeks to improve educational practices within the school setting, using an inquiry approach to serve students more effectively.  
As *servant leader,* the teacher is able to integrate research on the development of moral reasoning, values, and ethical sensitivity into the classroom while following the model of empathetic personal interaction provided by Jesus Christ.  
As *evaluator,* the teacher maximizes students’ learning by using a full range of formal and informal information-gathering processes in order to respond appropriately to student individual differences.  
As *communicator,* the teacher is skill in modes of communication that will enable effective communication and collaboration with other educators, parents, and families.  
As *manager,* the teacher plans and organizes the learning environment, established and maintains a positive learning climate, and implements effective intervention strategies.

**2017 ISTE Teacher Standards:**

1. **LEARNER:** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. **LEADER:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
3. **CITIZEN:** Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. **COLLABORATOR:** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. **DESIGNER:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
6. **FACILITATOR:** Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
7. **ANALYST:** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

\*\*Descriptions for these Standards are found at:

<http://www.iste.org/standards/standards/standards-for-teachers>

**Five Core Competencies for Social Studies Teacher Education**

**Standard 1**. Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

**Standard 2.** Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

**Standard 3**. Design and Implementation of Instruction and Assessment Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

**Standard 4**. Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

**Standard 5**. Professional Responsibility and Informed Action Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

**InTASC TEACHING STANDARDS**

**The InTASC Model Core Teaching Standards**

**Standard #1**: Learner Development.

**Standard #2**: Learning Differences.

**Standard #3**: Learning Environments.

**Standard #4**: Content Knowledge.

**Standard #5**: Application of Content.

**Standard #6**: Assessment.

**Standard #7**: Planning for Instruction.

**Standard #8**: Instructional Strategies.

**Standard #9**: Professional Learning and Ethical Practice.

**Standard #10**: Leadership and Collaboration.

**SOCIAL STUDIES OBJECTIVES**

**1. Students will research and demonstrate understanding of the National and State K-8 Social Studies Standards.**

-Curriculum model: Cognitive Mediator, Researcher, Communicator;

ISTE:1, 4, 5 & 7; InTASC 7&8; SS Standard: 6

**2. Students will research and demonstrate understanding of several different teaching strategies that produce effective learning environments in K-8 social studies classrooms.**

-Curriculum Model: Cognitive Mediator; ISTE: 1, 4, 5; InTASC 7 & 8; Social Studies Standard: 2

**3. Students will design social studies lessons that are developmentally appropriate and sensitive to the needs, values, and interests of a diverse group of students.**

-Curriculum Model: Cognitive Mediator, Researcher; ISTE 5; InTASC 2 & 8; SS Standard 2

4.**Students will research and demonstrate ways to use the Multiple Intelligences in social studies lessons.**

-Curriculum Model: Cognitive Mediator, Researcher, Evaluator; ISTE: 3,4,5; InTASC

2 &3; SS Standard 1

5. **Students will research and evaluate ways to use technology and online resources in lessons to support meaningful learning.**

-Curriculum Model: Cognitive Mediator; ISTE 1 & 5; InTASC 8; SS Standard 1

**6. Student will use trade books to support meaningful learning in lessons.**  
-Curriculum Model: Cognitive Mediator; ISTE: 1,5; InTASC 8; SS Standard 4  
**7. Students will complete an online Social Studies Wiki to post assignments.**-Curriculum Model: Communicator, ISTE 4

**Course Requirements:**

1. Twitter Reports
2. Lesson Plans
3. Lesson Presentation
4. Online Wiki Site
5. Test

**Grading Scale:**

96-99 = A

93-95 = A-

90-92 =B+

87-89 = B

83-86 = B-

80-82 = C+

78-79 = C

75-77 = C-

**Assignments:**

All assignments are listed on the EDU 315 Class Web Page:  
<http://faculty.usiouxfalls.edu/arpeterson/SoStMethodsFALL2017x.htm>

**Accommodations:**

**COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT:**The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Learning Accessibility Services at (605) 331-6740 or [access@usiouxfalls.edu](mailto:access@usiouxfalls.edu).  Accommodations can only be arranged through this office, which is located in the Academic Success Center (McDonald Center).

**Honesty Statement:**

USF holds firmly to the conviction that personal and intellectual integrity should be fundamentals at a Christian university. For this reason, USF expects all students and employees of the university to act honestly, ethically, and fairly and to avoid activities that would compromise the academic mission of the university. Academic misconduct, including plagiarism, will result in written notification to the student, his/her academic advisor, the department head of the offered course, and the Vice-President of Academic Affairs. Plagiarizing occurs when one does not cite work taken from books, journals, works of others, or electronic sources. Full information can be found at:<https://www.usiouxfalls.edu/academic/student_handbook>

**USF Academic Success Center**

To assist students in enriching their intellectual lives and pursuing academic success, USF provides a variety of services through the Academic Success Center (ASC). The ASC coordinates with the USF Math Center, the USF Writing Center, and other campus programs to aid students seeking to master course content or to develop study skills (e.g., time management, note taking, test taking, reading strategies) necessary to become effective, life-long learners. The services of the USF Academic Success Center—located in the McDonald University Center—are free. For additional information, including the schedule of available services, please visit the ASC web page at<http://www.usiouxfalls.edu/asc>, or contact Dr. Greg Dyer (greg.dyer@usiouxfalls.edu), Director of the Academic Success Center.

**USF Writing Center**

An excellent avenue for receiving thoughtful feedback on your writing is the USF Writing Center, located in the lower level of Mears Library. The services of the USF Writing Center are free, and they are available to you either by appointment or on a drop-in basis. For additional information about the USF Writing Center, including the hours of operation and the services they offer, please check the website at [www.usiouxfalls.edu/writing\_center](http://www.usiouxfalls.edu/writing_center).

**Status of the Syllabus**: This syllabus results from the instructor’s effort to represent fairly the plan for this course. Circumstances may cause the instructor to make changes in the plan, but such changes will not be capricious and will be made in a timely fashion. Please speak with your instructor if there is anything in the syllabus about which you are unclear.

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**[CLASS SCHEDULE ON THE INTERNET](http://faculty.usiouxfalls.edu/arpeterson/TECHINEDspring2017.htm)**

Class Assignments Listed on the LMS

**ALL ASSIGNMENTS ARE LISTED ON THE CLASS WEB PAGE AT:**

<http://faculty.usiouxfalls.edu/arpeterson/SoStMethodsFALL2017x.htm>